

**2016 Annual Report
Final Submission**
03/31/2016

Golden West College
15744 Golden West Street
Huntington Beach, CA 92647

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Kay V. Nguyen
3.	Phone number of person preparing report:	714-895-8727
4.	E-mail of person preparing report:	kvnguyen@gwc.cccd.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://catalog.goldenwestcollege.edu/#accreditation
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://goldenwestcollege.edu/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2015: 12,150 Fall 2014: 12,516 Fall 2013: 12,746
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	11,393
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	3,183
9.	Number of courses offered via distance education:	Fall 2015: 104 Fall 2014: 91 Fall 2013: 82
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 4,289 Fall 2014: 4,445 Fall 2013: 4,420

12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer	
14a.	What is your Institution-set standard for successful student course completion?	66%	
14b.	Successful student course completion rate for the fall 2015 semester:	68%	
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1204
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	831
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	802
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,538	
16b.	Number of students who received a degree in the 2014-2015 academic year:	1,052	
16c.	Number of students who received a certificate in the 2014-2015 academic year:	1,231	
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	927	
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	1,211	

18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes			
18b.	If yes, please identify them:	CSU Breadth Certificate and the IGETC Certificate			
19a.	Number of career-technical education (CTE) certificates and degrees:	47			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	32			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	16			
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	Nursing	51.38	national	85 %	87 %
	Cosmetology/Esthetician (Written exam)	12.04	state	85 %	86 %
	Cosmetology/Esthetician (Practical exam)	12.04	state	85 %	97 %
21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	
	Floriculture	0106	51.7 %	63.16 %	
	Architecture	0409	70.3 %	77.78 %	
	Accounting	5203	57 %	70.4 %	
	Business Admin	5202	65.9 %	76.19 %	
	Office Management	5202	69.7 %	80 %	
	Office Technology	2203	53.2 %	63.64 %	
	Digital Media	1003	56.6 %	59.26 %	
	Computer Science	1102	44.5 %	42.86 %	
	Sign Language Interpretation	1616	76.3 %	84.62 %	
	Automotive Technology	4706	61.3 %	63.64 %	
	Drafting	1513	64.4 %	70.83 %	
Recording Arts/ Commercial Music	1002	52.5 %	68.18 %		

	Cosmetology	1204	66.3 %	76.16 %
	Criminal Justice	4301	82 %	89.47 %
	Nursing	5138	76.4 %	86.27 %
	Graphic Design	5004	62.3 %	50 %
22.	Please list any other institution set standards at your college:			
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	
23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <p>As a College, we developed a philosophy on goal development that encompasses setting institution-set standards. When developing goals, we want goals to be challenging but also realistic and achievable. Similarly, when setting institutional-set standards, we want to ensure that our standards are reflective of our students' performance and educational quality. We first review our data in the last 5 years, and decide within our core planning committees the appropriate rate of improvement as well as the appropriate floor in which students' learning and achievement will never go below. The recommendations get vetted throughout Senate, Planning and Budget, management team, and other participatory governance committees. The College's P&B Committee continues to refine our college comprehensive scorecard that looks at various data points relating to institutional and programmatic performance, student learning outcomes, and student achievement. This newly improved scorecard provides the community with better access to information relating to the College's key performance indicators. The increase in data access has improved the frequency of dialogues on various strategies to improve student learning and achievement, and programmatic performance at various committees and college-wide events, including our annual All College Meeting.</p>			

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	554
	b. Number of college courses with ongoing assessment of learning outcomes	481
	Auto-calculated field: percentage of total:	86.8

25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	88
	b.	Number of college programs with ongoing assessment of learning outcomes	82
	Auto-calculated field: percentage of total:		93.2
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	15
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	15
	Auto-calculated field: percentage of total:		100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://goldenwestcollege.edu/wpmu/iec/assessment-of-slos/	
28.	Number of courses identified as part of the general education (GE) program:	294	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	94%	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	100	
32.	Number of Institutional Student Learning Outcomes defined:	8	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%	
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).		

All courses are mapped and aligned to institutional student learning outcomes (iSLOs), and the College uses TracDat to house all SLOs assessment. The College analyzes and reports on student performance on various iSLOs by aggregating course-level results to institutional level outcomes. The ORPIE's newsletter, published every semester, provides summarized data of student performance on the 8 iSLOs. The data table compares student performance over previous semesters. The results are shared at various committees, which spark discussions on areas of focus for the College. The SLO coordinators (SLOCs) engage the campus on dialogues concerning student learning, including iSLOs. The SLOCs are present at core College committees including Academic Senate, Council of Chairs and Deans (CCD), Institutional Effectiveness Committee (IEC), and Council of Curriculum and Instruction (CCI). Lastly, non-instructional programs have Service Area Outcomes (SAOs) and Administrative Unit Outcomes (AUOs) to support the College's mission and goals for student learning. All programs are required to have on-going assessments, and the assessments are stored in TracDat for easy reporting. Additionally, ORPIE's newsletter has a section dedicated to highlighting how the use of assessment has improved student learning and college support services.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36. Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond cross walking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

The College's SLO coordinators (SLOCs) continue to provide support to faculty and department chairs with course, program and institutional alignments. These alignments help departments maintain their curriculum for currency. Ongoing efforts to educate faculty on the continuity of the alignment process include communications with faculty and management via SLO presentations by SLO Coordinators. SLOCs are currently encouraging SLO point people to complete TracDat training to assist faculty in completing their program reviews; these program reviews rely heavily upon the course assessments that align to the program reviews. To encourage faculty to completing the closing of SLOs assessment loop, the assessment cycle has been lengthened from one program review cycle to two. Between the use of TracDat and the reassessing of recommended changes to a course, faculty are better positioned to understand what changes are working and thus improve programs and student learning. Also, as faculty complete their program reviews this spring, they are reviewing which courses and programs align and do not align to the overall department and institutional outcomes. The curriculum committee has agreed to retire the courses and certificate programs that no longer map to the overall goals, all of which should clarify students' programs of study.

37. Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

Communication of SLO assessment results takes place within departments and in campus core committees such as the College's Council of Chairs and Deans, Institutional Effectiveness Committee, Academic Senate, Planning and Budget, and the curriculum committee. The SLO coordinators meet with individual faculty as well as departments to discuss SLO assessment. SLO coordinators are present at core committee meetings to share results and provide

suggestions on use of SLOs for planning and program improvements. SLO assessment and results are incorporated in program review and are used for planning and decision-making such as prioritizing resource allocation. Certain instructional departments, such as English, host department symposiums where SLO assessments and results are discussed for improvements. Finally, to improve the College's assessment process, the research office surveys faculty on their use of SLO assessment and participation in SLO dialogues. The results of the survey are shared at core committees that impact student learning and improve college processes. Currently, the SLO coordinators and ORPIE are training faculty on use of TracDat. As more faculty gain an understanding of TracDat, they will be more easily able to access their data and then foster fruitful discussions and create instructional changes based on it.

38.

Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

At GWC, student learning outcomes dialogue take place in various settings and vary by department, e.g. department meetings, committee meetings, one-on-one, etc.). In a survey conducted in Spring 2015, 72% of GWC faculty believe that one-on-one discussions with colleagues of the same or from a different discipline were very useful for discussing SLOs. Also, 83% of GWC faculty indicated that they participate in SLO discussions at least once or twice in a given semester. To further facilitate SLO dialogue, updates of SLOs assessed are reported and featured in the Office of Institutional Effectiveness' Newsletter each semester. To document the assessment process, all course, program, institutional SLO assessments are submitted through a 5 Step Model form. All course SLO (cSLO) assessments from Fall 2013 to Fall 2015 have been entered to TracDat, an online assessment management software. Course SLO (cSLO) assessments are incorporated into the Program Review where all department members review SLO that have been assessed, the action plans associated with those SLOs, and propose a timeline to assess SLOs that have not been assessed. The use of SLO assessment is instrumental to resource allocation. Program SLO assessments impact the review of curriculum, and course alignment, to ensure that the curriculum is relevant and current.

39.

Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

Our biology department was having trouble conceptualizing how the instructor's individual assessments tied into the overall SLO picture, so one instructor took it upon herself to tackle the SLO challenge. She met with her SLOC to ask questions posed by her department and then translated the information into a document that explained overall assessment process from a science instructor's perspective. Through that project, the department has improved both their methods and completion rates. We will showcase the document she created in the next research newsletter. We have experienced improved student success and institutional effectiveness through the SAO work done in Assessment Center. From the assessment of one of their SAO relating to student awareness the importance of the placement test, the Assessment Center produced and created a three-minute video highlighting the importance of the placement test and the consequences of placing lower than college level. Results from their survey showed that 98% of students believed the video was helpful to them. Through the SAO assessment process, the Assessment Center has targeted a statewide need to heighten student awareness of the importance of placement test results, and they have also used the process to continue increasing their own effectiveness and widespread student success.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	n/a
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a